



Principal Social Sensitivity: A Descriptive Study at Rejang Lebong State High School

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ABSTRACT

As a leader, the principal must have several competencies. Social competence is one of the competencies that must be possessed by the principal as a leader in the school. This is directly related to the way the principal communicates with all school residents. If the school principal has sensitivity towards all school members, there will be no obstacles, so the aims and objectives of the school will be more easily achieved. Therefore, researchers are interested in conducting research on how the principal's social sensitivity to citizens or community groups in schools. The purpose of this study is to describe the principal's social sensitivity towards other people or groups. By knowing this, principals can consider better behavior patterns. The results of the study revealed that social competence in terms of social sensitivity to other people or other groups, the principal of SMA Negeri (State High School) 11 Rejang Lebong was able to play a role as a decision maker, especially in overcoming various problems that occur at school, creative and able to offer solutions, involving religious leaders, the community, and government in resolving various problems, being objective or not taking sides in resolving internal conflicts, being sympathetic or considerate and empathizing with others. Researchers provide advice to school principals to continue the efforts on social sensitivity to other people or other groups, especially in high school 11 Rejang Lebong.

Keywords: School headmaster, principal social sensitivity, high school.

INTRODUCTION

As a leader the principal must have several competencies. (Djarmiko, 2006), (Jelantik, 2015). The intended competencies include leadership competence and managerial competence. Besides this the principal is also expected to have social competence. Social competence is one of the competencies that must be possessed by school principals as leaders in schools (Rahmadani, 2015). (Hitt, Woodruff, Meyers, & Zhu, 2018). This is directly related to the way the principal communicates with all school residents. If there is no obstacle for the principal's communication with all school members, the purpose and objectives of the school will be more easily achieved. (Halawah, 2005; Dessein, 2002).

The implementation of the principal's social competence is related to social sensitivity to other people or other groups, namely to have high creativity in overcoming various problems encountered. (Yogaswara, Fattah, and Sa'ud, 2010). In addition, the principal must also play a role as a problem finder and make innovations in school development (Vroom and Yetton, 1973; Hitt, 2016).

Rejang Lebong 11 Public High School is one of the Leading Public High Schools in Rejang Lebong Regency. As one of the high school leadership factors is one of the things that concern the surrounding community. Therefore, researchers are interested in conducting research on how the principal's social sensitivity to citizens or community groups in schools. The purpose of this study is

to describe the principal's social sensitivity towards other people or groups. The benefits of the research are expected by knowing this, principals can consider better behavior patterns.

RESEARCH METHODS

This research uses a descriptive method with a qualitative approach. The research indicators used are shown at Table 1. The subject of this study is the principal. This research data was collected through several techniques, namely interviews, observation, and documentation.

Table 1. Research Instrument Matrix

INDICATOR	SUB- INDICATOR
Having social sensitivity towards other people or groups	<ol style="list-style-type: none"> 1. Act as a problem finder 2. Creative and able to offer solutions 3. Involving religious leaders, society and government 4. Be objective / impartial in resolving internal conflicts 5. Able to be sympathetic / considerate towards others 6. Able to be empathetic towards others

3. RESULTS AND DISCUSSION

Furthermore, the principal's social competency indicator is to have social sensitivity towards other people or groups. Having this attitude is believed to make it easier for principals to collaborate with other people or groups. The attitudes or behaviors that researchers want to know include: 1) acting as a problem finder, being creative and being able to offer solutions, 2) involving religious leaders, the community, and government, 3) being objective / impartial in resolving internal conflicts, and 4) able to be sympathetic / considerate and empathetic towards others. (Henkin, Wanat, and Davis, 1996)

Serve As Problem Finder, Creative and Able to Offer Solutions

An terms of the role of the principal as a problem finder, creative, and able to offer solutions, researchers conducted interviews with the principal and other respondents to dig up information about the principal's role in dealing with and resolving various problems that occur at school, the form of problems found, obstacles faced, and the solutions offered.

In this section the researcher asked the principal about the role that was carried out in overcoming various problems that were often faced at school. The principal said:

"In overcoming various problems that occur at school, I try to find solutions and alternative solutions by involving the vice-principal and teachers who can be invited to work together. I also tried to find references about solving a problem with certain conditions. Alhamdulillah, I could overcome a number of problems even though they were only temporary "

The respondent explained that in overcoming various problems that occurred in the school he tried to find solutions and alternative solutions by involving the vice-principal and teachers who could be invited to work together. Respondents also tried to find references about solving a problem with certain conditions and some problems can, according to the respondent, be overcome, even if they are only temporary.

Next the researchers asked about the forms of problems that often occur in schools. The principal said:

"There are a number of problems that require quick treatment because they have an impact on learning activities in schools, such as; conditions of student learning space that are no longer appropriate to use and need to be corrected immediately. To overcome this problem I invite the teacher and students together to repair the damaged study room even if it is only temporary, but students can already use the room for learning activities. Then to support religious activities such as prayer in congregation, I invite school residents to use the laboratory as a place of worship. Another problem that I have overcome is related to water supply for schools. In this case I use the swamp water that is around the school and drain it to school using a water pump. To meet the needs of student furniture I invite teachers and students to improve furniture that is still possible to be repaired. Furthermore, to overcome the shortage of teachers and staff, I empower teachers and honorary administrative staff from local residents in accordance with their respective fields of expertise ".

Respondents explained that there are several forms of problems that are often faced and require quick treatment because they have an impact on learning activities in schools, such as; conditions of student learning space that are no longer appropriate to use and need to be corrected immediately. In overcoming this problem, the principal invited the teacher and students together to repair the damaged study room even if it was only temporary, but students could already use the room for learning activities. Then to support religious activities such as prayer in congregation, the principal invites school residents to use the laboratory as a place of worship. Another problem that has been overcome according to respondents is related to water supply for schools. In this case the school uses the swamp water that is around the school and flows it to the school using a water pump. Furthermore, according to respondents to meet the needs of the students, the principal invited the teachers and students to fix the furniture that was still possible to be repaired. Then to overcome the shortage of teachers and staff, respondents empowered teachers and honorary administrative staff from local residents in accordance with their respective areas of expertise

To dig deeper information, researchers conducted interviews with vice principals in the field of curriculum and vice principal in the field of student affairs. The question posed was, *"how do principals deal with the problems that occur at school?"*. Respondents said:

"We are often invited by principals to both find solutions and alternative solutions to problems. Usually the principal conducts a special meeting with representatives of the principal and some teachers if there are problems that need to be dealt with quickly ".

Respondents confirmed that the principal often invited the vice-principal and several teachers to find solutions and alternative solutions to problems. Usually the principal conducts a special meeting with representatives of the principal and some teachers if there are problems that need to be dealt with quickly. The results of observations made by researchers of various problems that occur in schools have a lot that can be overcome even with a makeshift condition

Next the researcher asked about the obstacles faced in overcoming various problems that occur in schools. The principal said:

"The most important obstacle in overcoming various problems that occur in schools is related to the financial condition of the school which is still minimal. The main financial source, namely School Operational Assistance, is only sufficient to finance operations such as office stationery (ATK), electricity costs, learning activities, conducting school exams, capital expenditure, and procurement of student books. While the community's contribution through the school committee has not been maximized to support school activities, it is because of the inadequate economic conditions of the parents of students

so that it is difficult to meet the children's education costs. Another obstacle is related to the limited number of experts to carry out some improvements to school facilities, so that repairs are done improperly and far from perfect ”.

Respondents mentioned the most important obstacle in overcoming various problems that occur in schools is related to the school's financial condition which is still minimal. The main financial source is School Operational Assistance and only enough to finance school operations such as office stationery (ATK), electricity costs, learning activities, conducting school exams, capital expenditure, and procurement of student books. While the community's contribution through the school committee has not been maximized to support school activities, it is because of the inadequate economic conditions of the parents of students so that it is difficult to meet the children's education costs. Another obstacle according to respondents is related to the limitations of experts to do some improvements to school facilities, so that repairs are done improperly and far from perfect.

Involving Religious, Community and Government Figures

In this presentation the researchers dig up information about the efforts of principals to involve religious leaders, the community, and the government in solving various problems that occur in schools, the roles that are carried out, the constraints faced, and the benefits derived from these activities.

In this section the researcher asked the principal about the efforts made by the school in involving religious leaders, the community, and the government in overcoming various problems encountered. The principal said:

“Yes, we often involve religious leaders, the community and government in overcoming problems in schools. Usually we do this if there are problems that need support and interference from other parties, such as resolving disputes involving parents of students, religious guidance towards students with problems, and finding solutions related to development that is carried out independently.”

Respondents explained that they often involved religious leaders, the community, and the government in dealing with problems at school. Usually they do this if there are problems that require support and interference from other parties, such as resolving disputes involving parents of students, religious guidance for students with problems, and finding solutions related to development carried out independently..

The researcher also triangulated a community leader who was often involved to help solve school problems, namely Mr. Holil Anwar. The question posed was, *"has the principal involved community leaders to overcome the problems that occur in the school?"* Respondents said:

"I was invited several times to solve a number of problems that occurred at school, such as resolving commotion between students at school. Usually parents are invited and I am asked to help mediate the commotion. Then I am also often asked for help in inviting the community to improve the facilities at the school ”.

The respondent confirmed that he was invited several times to solve a number of problems that occurred at school, such as resolving commotion between students at school. Usually according to the parents invited and respondents were asked to help mediate the commotion that occurred. Then according to the respondent, he was also often asked for help in inviting the community to improve the facilities at the school.

The next question raised by researchers is related to obstacles in involving religious leaders, the community and government in overcoming problems in schools. The principal said:

"There are no significant obstacles in involving religious leaders, the community and government. Whenever we need it, they are usually happy to help. This is because their level of concern for the school is very good so it does not complicate the school when it requires the participation of these figures "

Respondents stated that there were no significant obstacles in involving religious leaders, the community and government. Every time the school needs it is usually, they are happy to help. This is because their level of concern for the school is very good so that it does not complicate the school when it requires the participation of these figures.

The next interview is related to the benefits gained after involving religious leaders, the community, and government. The principal explained:

"There are so many benefits felt after involving these figures, in addition to many problems that can be solved well, their involvement also has positive implications for school confidence in solving various problems that occur".

Respondents explained that there were a lot of benefits felt after involving the leaders, in addition to many problems that could be resolved properly, their involvement also had positive implications for school confidence in solving various problems that occurred.

Be objective / impartial in solving problems

In this study the authors explore information about the principal's attitude in solving internal problems, the forms of internal conflicts that often occur, the obstacles encountered in resolving problems, the solutions provided and the perceived benefits after resolving internal conflicts.

The researcher conducted interviews with the principal and several respondents regarding the principal's attitude in resolving internal conflicts. The question posed to the principal was, *"What is the attitude of the principal in resolving internal conflicts in the school?"* The principal said:

"I always try to be fair in resolving internal conflicts, although sometimes there is an element of subjectivity but in the final decision I try so that all parties can accept it. I realize that if I am not objective and seem to take sides with someone who is in conflict, my credibility will fall and will not be appreciated by those around me. Another thing that might happen is the level of trust in the leadership will decrease so that it will have implications for the performance of teachers or other education personnel, and of course they will be difficult to be invited to work together to advance the school "

Respondents claimed they always tried to be fair in resolving internal conflicts, although sometimes there was an element of subjectivity, but in the final decision the respondents tried so that all parties could accept it. Furthermore, the respondent realizes that if he is not objective and seems to take sides with one of the conflicting parties, his credibility will fall and will not be appreciated by those who are in school. Another thing that might happen is the level of trust in the leadership will decrease so that it will have implications for the performance of teachers or other education personnel, and of course they will be difficult to be invited to work together to advance the school.

Furthermore, researchers also asked about the forms of internal conflicts that often occur in schools. Ms. Yusniarsih said:

"Some of the problems that often occur and lead to internal conflicts are related to the division of tasks in schools. Even though I have tried to be fair by considering competence, integrity, track record or performance, and the condition of the school before I convey the division of tasks to the vice-principal, teachers, and staff in the school. Indeed, I admit that it is not easy to make decisions that satisfy all parties, especially with the limitations of schools that require all parties to work extra hard. In addition, the form of internal conflict that often also occurs is social jealousy between honorary staff and ASN. Very often I hear that honorary staff feel more work than ASN, but the income they receive is less. Then internal conflicts also sometimes occur because there are personal problems between school members "

Respondents explained that some of the problems that often occur and resulted in internal conflicts are related to the division of tasks in school. Whereas respondents have tried to be fair by considering competence, integrity, track record or performance, and the condition of the school before delivering the division of tasks to the vice-principal, teachers, and staff in the school. It is recognized that it is not easy to make decisions that satisfy all parties, especially with the limitations of schools that require all parties to work extra hard. In addition, the form of internal conflict that often also occurs is social jealousy between honorary staff and ASN. Respondents often heard that honorary staff felt more work than ASN, but the income they received was less. Then internal conflicts also sometimes occur because there are personal problems between school residents.

To dig deeper information, researchers conducted interviews with the deputy headmaster of curriculum and one of the teachers at the school. The question raised is related to the principal's attitude in resolving internal conflicts. The deputy principal of the curriculum said:

"As far as I know the principal always resolves internal conflicts by considering the sense of justice from the parties in conflict. Usually conflicts that occur are related to the division of tasks which often results in protests from parties who feel disadvantaged. As the deputy principal of the curriculum, I often find it difficult to design teacher division of tasks, this is due to the lack of teachers in the school. "

Respondents confirmed that the school principal always tried to resolve internal conflicts by considering the sense of justice from the parties in conflict. Usually conflicts that occur are related to the division of tasks which often results in protests from parties who feel disadvantaged. As deputy principal in the curriculum field, respondents often find it is difficult to design teacher division of tasks, this is due to the lack of teachers in the school.

Furthermore, researcher asked one of the teachers about principal's respond in solving internal conflict. Respondent said :

"If there are problems we are usually called by the principal to listen to the complaints we feel, and the principal gives directions and solutions to resolve the problems we are experiencing. Although sometimes it is not in line with expectations, but we try to accept it because we know the principal is also difficult to make the right decision considering the circumstances that are not possible "

Respondents confirm that if there is a problem they are usually called by the principal to listen to the complaints they feel, and the principal gives directions and solutions to resolve the problem. Although sometimes it is not in line with expectations, according to respondents but they try to accept it because knowing the principal is also difficult to make the right decision considering the circumstances that are not possible.

The researcher then asked the principal about the obstacles faced in resolving internal conflicts. Respondents said :

"The obstacle that I feel the most is the difference in character possessed by each individual in the school. Coupled with a very striking difference in views on something debated. This often makes it difficult for me to resolve conflicts that occur, especially since there are indeed some teachers who have high enough egos that they often feel the most righteous of themselves and find it difficult to accept other people's opinions. Another obstacle that I feel when trying to resolve conflicts related to personal problems, because the resolution must be super careful not to offend one party ".

Respondents explained that the most felt obstacle was the difference in character possessed by each individual in the school. Coupled with a very striking difference in views on something debated. This is what often makes it difficult for respondents to resolve conflicts that occur, especially since there are indeed some teachers who have high enough egos that often feel the most truthful themselves and find it difficult to accept the opinions of others. Another obstacle that the respondent feels when trying to resolve conflicts related to personal problems, because the resolution must be super careful not to offend one party.

Furthermore, researchers also asked about the solutions provided in resolving conflicts that occur. the principal said:

"Usually the solution I give refers to the root of the problem that occurs, for example if there are differences about the division of tasks I will call both parties and take a middle ground so that no party feels disadvantaged. Related to social jealousy that occurs between honorary staff and ASN about workloads, I usually call on those who feel aggrieved by listening directly to complaints that are submitted. Furthermore, I usually do coaching to restore work motivation and promise rewards in the form of giving bonuses to teachers or educational staff who have good performance. Then the resolution of conflicts related to personal problems usually I try to approach persuasively and amicably so as to avoid prolonged conflict ".

According to respondents the solution given usually refers to the root of the problem, for example if there is a difference in the division of work the principal will call on both sides and take a middle ground so that no party feels disadvantaged. Related to social jealousy that occurs between honorary staff and ASN about workloads, respondents usually call the parties who feel disadvantaged by directly listening to complaints submitted. Furthermore, respondents usually do coach to restore work motivation and promise rewards in the form of giving bonuses to teachers or educational staff who have good performance. Then according to the respondent in resolving conflicts related to personal problems, a persuasive and familial approach is usually carried out so as to avoid prolonged conflict.

At the end of this session the researcher conducted an interview related to the benefits felt after resolving internal conflicts. The principal said:

"There are so many benefits felt after resolving internal conflicts, among which are a better working atmosphere, friendly relations returning, mutual respect between superiors and subordinates and fellow colleagues well established, growing sense of concern for the progress of the school, the spirit of mutual cooperation and mutual cooperation. helping others, tolerance among school members, and of course togetherness and cohesiveness among school members will be increasingly felt so as to increase work motivation ".

Respondents explained that there were many benefits that were felt after resolving internal conflicts, among other things being a better working atmosphere, friendly relations re-running, mutual respect between superiors and subordinates to be and fellow colleagues well established, and of course togetherness and cohesiveness among school members will increasingly felt so as to increase work motivation. The results of observations made by researchers on the working atmosphere at school look harmonious and there is an attitude of mutual respect between school residents.

Able to Be Sympathetic / Graceful and Empathy towards Others

In this presentation the researcher observed the ability of the principal in terms of showing a sympathetic attitude / tolerance and empathy towards others, the form of sympathetic attitude / tolerance and empathy shown, the obstacles encountered, and the benefits derived from these attitudes.

The researcher re-interviewed the school principal about the efforts made in showing sympathy / tolerance and empathy towards other people or groups. The question posed was, *"how do you show sympathy / tolerance and empathy for school members?"* The principal said:

"Some of the efforts I have made in showing sympathy and empathy towards other people are by showing concern for others, especially school residents related to problems or disasters that befall them. Next to colleagues who face a difficult problem I try to approach and give attention, including if possible to be helped I will try as much as possible "

According to respondents some of the efforts made in showing sympathy and empathy toward other people is by showing concern for others, especially school residents related to problems or disasters that befall them. Furthermore, colleagues who face a problem that is difficult for respondents to try to approach and give attention, including if possible, to be helped by respondents, will try as much as possible.

The next question raised by the principal is related to obstacles in showing sympathetic attitudes and empathy for others. The principal said:

"I don't think there are any obstacles for me in showing sympathy and empathy towards other people because I really like helping others, especially those who really need it because there is a certain satisfaction for me if I can help others".

Respondents stated that there were no obstacles in showing sympathy and empathy towards other people because the respondents really like helping others, especially those who really really need it because according to respondents there is a certain satisfaction for respondents if they can help others.

At the end of this session the researcher asked about the benefits felt after showing sympathy / tolerance and empathy to others, the principal said:

"I personally felt many benefits after showing sympathy and empathy towards school members who were facing problems. One of them is a harmonious relationship between me and the school community. Then the work I did became easier because a lot of help from the school community. Besides that, the familial relationship between school members is getting closer. "

Respondents explained that they personally felt many benefits after showing sympathetic and empathetic attitudes towards school residents who were facing problems. One of them is a harmonious relationship between respondents and school residents. Then the work done becomes

easier because a lot of help from the school community. In addition, familial relations between school residents become closer.

The researcher triangulated the vice-principal of the curriculum and student affairs about the information submitted by the school principal. The question posed is, *"does one school principal display a sympathetic and empathetic attitude towards others, especially school members?"*. Mrs. Lydia said:

"Yes, in my opinion the headmistress always tries to show sympathy and empathy towards the school community. It was also done to the people who were hit by disaster. This attitude is shown when there are school residents who face quite severe problems or disasters experienced. Usually the principal invites us together to help and reduce the burden on the school community or the community. "

Respondents said that it was true that school principals always tried to show sympathy and empathy towards school members. It was also done to the people who were hit by disaster. According to respondents this attitude is shown when there are school residents who face quite severe problems or disasters that are experienced. Usually the principal invites us together to help and reduce the burden on the school community or the community.

A similar sentiment was also conveyed by the deputy principal for student affairs, Mrs. Siti Lestari said:

"Mrs. Yusniarsih is quite a sympathetic figure because she always shows concern for other people, especially school residents. If there are residents of the school or the community affected by the disaster, Mrs. Yusniarsih always tries to attend to ease the burden and problems they face. "

Respondents said that Ms. Yusniarsih was quite sympathetic because she always showed her concern for others, especially school members. If there is a school community or community affected by a disaster, Yusniarsih always strives to attend to ease the burden and problems they face

The final question asked is related to the benefits felt after the principal shows sympathy / tolerance and empathy towards others. Both respondents said:

"The school feels a lot of benefits derived from the attitude shown by the school principal, including the harmonious family relations between school members, increased work motivation, and increased public awareness of the school."

Respondents said that the school felt many benefits derived from the attitude shown by the school principal, including the harmonious family relations among school members, increased work motivation, and increased public awareness of the school.

CONCLUSIONS

Social competence in terms of social sensitivity to other people or other groups, the head of SMA 11 Rejang Lebong is able to play a role as a decision maker, especially in overcoming various problems that occur at school, creative and able to offer solutions, involving religious leaders, the community, and government in solving various problems, being objective / not taking sides in resolving internal conflicts, being sympathetic / considerate and empathizing with others. In this indicator the researcher concluded that the head of the 11th Rejang Lebong State High School had fulfilled the principals' social competency criteria. Researchers provide advice to school principals to continue efforts to social sensitivity towards other people or groups, especially in SMA Negeri 11 Rejang Lebong.

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